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ABSTRACT

As part of the evaluation of the Southwest Regional Laboratory (SWRL) 1970 Summer Reading Program, a Parent Evaluation Form was distributed at the conclusion of the program. This form was sent home with 342 pupils whose parents were invited to participate with them in the program. The summary given in this report includes information received during September, October, and November 1970 from 249 parents (73 percent) in four California school districts. The items on the evaluation form cover training for use of the program, program materials, program participation and pacing, parent's overall evaluation of the program, and other summer reading activities. The first section of this report includes a discussion of the questionnaire distribution and collection procedures. Highlights of each section of the questionnaire are presented next, followed by a complete summary. The responses to all questions are given by treatment group (accountability and non-accountability) and income group (lower, middle, and upper). (Author/TS)

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SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE: January 8, 1971

NO: TN 5-71-05

TITLE: PARENT EVALUATION FORM SUMMARY - 1970 SUMMER READING PROGRAM

AUTHOR: Steven P. Kaplan

ABSTRACT

As part of the evaluation of the 1970 Summer Reading Program, a Parent Evaluation Form was distributed at the conclusion of the program. This form was sent home with 342 pupils whose parents were invited to participate with them in the program. The summary given in this report includes information received during September, October, and November, 1970, from 249 parents (73%) in four California school districts. The items on the evaluation form cover:

1. training for use of program
2. program materials
3. program participation and pacing
4. parent's overall evaluation of the program
5. other summer reading activities

The first section of this report includes a discussion of the questionnaire distribution and collection procedures. Highlights of each section of the questionnaire are presented next followed by a complete summary. The responses to all questions are given by treatment group (accountability, non-accountability) and income group (lower, middle, upper).

(Please see "1970 Tryout of the Summer Reading Program: Preliminary Report," TN 5-70-37, for a partial summary of pre- and posttest results. A complete report on program performance is in preparation.)

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PARENT EVALUATION FORM SUMMARY - 1970 SUMMER READING PROGRAM

Questionnaire Distribution and Collection Procedures

In September, 1970, envelopes were addressed to the parents who had been invited to participate with their children in the Summer Reading Program. Each envelope contained a Parent Evaluation Form, a postage-paid return envelope, and an explanatory cover letter (see Appendix A). During the first week of the 1970-71 school year, SWRL personnel, while conducting the Summer Reading Program Posttest, were able to distribute 342 of these envelopes for pupils to take home to their parents. (Sixty-five additional pupils had either moved during the summer or had not yet returned to school.)

Parents were requested to complete the questionnaire, regardless of the extent of their participation in the program, and to mail it directly to the Laboratory by September 30, 1970. As of October 15, 1970, completed forms were received from 189 parents (55%). Follow-up questionnaire envelopes, each containing another copy of the questionnaire, a return envelope, and a follow-up cover letter (see Appendix B), were then prepared for distribution to the parents who had not yet responded. These envelopes were mailed to the principal of each school, and his assistance was requested in seeing that they were sent home with the pupils. By November 15, 1970, completed forms were received from 249 parents (73%).

Response rate data are given in the following table for the various treatment and income groups:

RESPONSE RATE DATA

	# questionnaires distributed	# questionnaires returned	response rate (%)
Treatment Group*			
Accountability	140	99	71%
Non-Accountability	202	150	74%
Income Group**			
Lower	80	40	50%
Middle	101	72	71%
Upper	161	137	85%
TOTAL	342	249	73%

*Parents and pupils in the accountability group received Weekly Record Sheets which were to be returned to SWRL after the completion of each unit. These postage-paid mailers were in addition to the regular set of program materials.

**Parents and pupils were assigned to income groups based upon the median family income in each school area. Categories used for this purpose are shown below:

Lower - less than $5,000
Middle - $5,000 to $10,000
Upper - more than $10,000

Highlights of the Questionnaire Summary

I. Training for Use of Program

A. Forty-seven percent of the participating parents felt that the Parent Guide gave the proper amount of information to enable them to follow the procedures. Another 49% said that the guide provided them with more than enough information. When broken down by income group, the data show that 37% of the lower group, 42% of the middle group, and 55% of the upper group parents believed that more than enough information was included in the Parent Guide.

B. When asked for their preference regarding various training procedures, 62% of the parents would prefer only the Parent Guide while 32% would like both the Parent Guide and an orientation meeting at the school. It should be noted that 67% of the parents in the lower-income group indicated a preference for such an orientation session, as opposed to 32% for the middle group and 24% for the upper group.

II. Program Materials

A. The Practice Exercises, Storybooks, and Animal Posters were used for all units by 66%, 84%, and 69% of the parents, respectively. On the average, 82% of the accountability group and 68% of the non-accountability group parents used these materials for all units.

B. When asked if they would like to see additional materials included in the Summer Reading Program, 27% of the parents wanted more

Practice Exercises, 24% requested more Storybooks, and 13% indicated a desire for more Animal Posters. More of these materials were requested by the lower-income group parents than by those in the other two income groups. Approximately 46% of the respondents said that no additional materials are needed.

III. Program Participation and Pacing

A. Only 13% of the parents who returned questionnaires indicated that they completed no units of the program. Of the 217 parents who completed unit 1, 194 (89%) stayed in the program through unit 5 and 120 (55%) continued using the program through unit 10. These figures are fairly consistent across all groups.

B. Reasons why parents and pupils did not start the Summer Reading Program or why they dropped out during the summer included:

1. Lack of pupil interest
2. Employment of parent (insufficient time for program)
3. Summer school (child read at school)
4. Travel away from home
5. Other summer activities (e.g., cub scouts, swimming)

C. Forty-nine percent of the parents reported that they spent between 30 minutes and one hour on each unit of the program; 41% spent 30 minutes or less. It should be pointed out that 70% of the parents in the lower-income group spent between 30 minutes and one hour whereas only 46% of the middle and upper-income group parents fell into this category. In response to another question, 61% of the participants said that the suggested

45 minutes per unit (15 minutes a day, 3 days a week) was enough time for them to complete each unit. This information shows that the time guidelines recommended in the Parent Guide were certainly adequate, although many of the participants were able to complete each unit in less time.

IV. Parent's Overall Evaluation of the Program

A. Eighty-six percent of the parents liked the Summer Reading Program very much; 73% said that their children had a similar feeling towards the program. These figures are fairly consistent across all groups.

B. When asked for specific comments or suggestions regarding the program, 144 participating parents (66%) provided written remarks. The vast majority of these parents expressed favorable attitudes. Specific suggestions included:

1. Distribute materials directly to parents before the last day of school in June.
2. Schedule a parent-teacher orientation meeting at the beginning of the summer.
3. Suggest a more flexible pacing schedule based on the interest and ability of the child.
4. Shorten the program for slower learners and persons involved in other summer activities.
5. Provide additional new materials for faster learners (e.g., more difficult storybooks, new words).

6. Include a test for use at the end of each unit (comment made by non-accountability group).

7. Allow for a review of all books at the end of the summer.

V. Other Summer Reading Activities

A. One hundred six parents (43%) said that their children read the yellow kindergarten reading program storybooks during the summer. Of these, 36% read them for 15 minutes or less per week, 27% used them for 16 to 30 minutes, 18% read for 31 minutes to one hour, and 19% read these books for more than one hour per week. More than 40% of the parents did not respond to this question; this may be due to the fact that many did not have these books at home for use during the summer.

B. In regard to "other reading materials," 118 parents (47%) said that their children read during the summer. Approximately 25% of their responses were in each of the four time categories given (15 minutes or less, 16 to 30 minutes, 31 minutes to one hour, and more than one hour per week).

C. When parents were asked how much time per week they or others spent in reading to their children, 194 (78%) responded with the following breakdown: 15 minutes or less (20%), 16 to 30 minutes (31%), 31 minutes to one hour (23%), and more than one hour (26%).

D. Twenty-four percent of the pupils reportedly received other regular reading instruction during the summer (mostly summer school and church school); 64% did not receive this supplemental work. The percentages varied widely from school-to-school, depending upon the programs available in each area.

E. About 50% of the parents felt that their children's reading skills increased during the summer; nearly 40% said that these skills stayed about the same. Only a few parents (6) indicated that their children's skills decreased during the summer.

Complete Summary

1970 Summer Reading Program

PARENT EVALUATION FORM

NOTE: Summaries for all questions are given by treatment and income group. All parents and pupils were in both a treatment group and an income group. Therefore, the totals are equal to the sum of the responses for the two treatment groups or the sum for the three income groups.

1. Which of the SWRL Summer Reading Program units did you complete with your child? (Place a check in front of the number of each unit you completed.)

	Treatment Group				Income Group						Total	
	Accountability		Non-Account.		Lower		Middle		Upper			
	N	%	N	%	N	%	N	%	N	%	N	%
____ none	15 (N=99)	15%	17 (N=150)	11%	10 (N=40)	25%	15 (N=72)	21%	7 (N=137)	5%	32 (N=249)	13%
____ 1	84	100%	133	100%	30	100%	57	100%	130	100%	217	100%
____ 2	84	100%	131	98%	30	100%	56	98%	129	99%	215	99%
____ 3	83	99%	130	98%	30	100%	56	98%	127	98%	213	98%
____ 4	78	93%	124	93%	29	97%	53	93%	120	92%	202	93%
____ 5	75	89%	119	89%	27	90%	47	82%	120	92%	194	89%
____ 6	67	80%	108	81%	25	83%	41	72%	109	84%	175	81%
____ 7	63	75%	100	75%	24	80%	40	70%	99	76%	163	75%
____ 8	60	71%	93	70%	24	80%	37	65%	92	71%	153	71%
____ 9	53	63%	78	59%	19	63%	33	58%	79	61%	131	60%
____ 10	50	60%	70	53%	19	63%	30	53%	71	55%	120	55%

Percentages for the "none" category are based on the total number of parents who returned questionnaires for each column. The remaining percentages are based on the total number who completed unit one in order to show the drop-out rate.

If you checked "none," please answer the question below and then go to Question #11b.

Why were you unable to complete any units of the Summer Reading Program? (check one)

_____ a. I did not receive materials.

_____ b. I did receive materials, but some were missing.

_____ c. I felt that the program was too time-consuming.

_____ d. other _____

NOTE: Very few parents checked any of the choices given above. However, many parents provided reasons why they either completed no units or why they did not complete all units. These comments are given below.

Accountability and Middle-Income Groups

"I felt that I shouldn't push him during summer. Steven read somewhat during summer. Just wasn't that interested during summer. Now that school is on again, he is very interested in reading and does very well."

"I work 10 hours a day; however, my babysitter did do a few with Cheryl but was discouraged as Cheryl is not too clever."

"I work part-time and didn't have enough time for it."

"Meant to, but didn't. He went to summer school so it seemed unnecessary."

"We did not use the program at all."

"May was in summer school continuing with the yellow books."

"Vacations and summer school."

"Because of vacations, 5 books would be better. We did have to rush the last ones."

Accountability and Upper-Income Groups

"Procrastination, general summer interruptions, 4 other children and cub scouts once a week."

"As a working mother, I didn't have time."

"Spent the summer with grandparents."

"I did not have Eric read this summer - he seems to do just fine without much help from me - he is very interested in books, looks mostly at picture books at home."

"Additional summer activities, vacation."

"Mike was getting tired of the program and I didn't want to force him."

"He lost interest."

"Various trips and spending part of summer with grandparents."

"Took long vacation, read last 3, also did not return forms only."

"She went to summer school and I found she was too tired to read any more."

"We were away camping part of the summer."

"We were gone on a long summer trip and were unable to complete the last unit in time."

Non-Accountability and Lower-Income Groups

"Husband in hospital two weeks then died during summer."

"Some of the books were too hard for him to read."

"Lost interest."

"I couldn't get him to stop swimming once he learned."

"Because of pregnancy."

"I attend evening college and work so, I help my son as much as I could."

"Son became disinterested because sisters didn't have to do reading like he did."

"Due to a full summer, I did not work with Darren and the Summer Reading Program. Because of this I feel his reading ability has decreased some. However, I think the SWRL Program is great. Since school started Darren has been reviewing his yellow books and is reading a red book a night. When the older children sit down to do their homework, he is right beside them reading his books!"

Non-Accountability and Middle-Income Groups

"Todd was in summer school and tho' we were 'going to do it,' we never got beyond the first book."

"My child entered other educational programs and read other materials which took at least 3 hours a day and needed some time for play. She had no desire to do this also, and I would not force her."

"It seemed like an excellent program and we were enthusiastic about it, but we never got into it - after the first book. The home atmosphere (ours) is not condusive to programmed study - too many people and too much going on. An extra effort would have been made had he not been engaged in the regular summer school program where his reading was an on-going experience. I felt badly about the waste of good materials, but am keeping the booklets in hopes of using them in the future with another child."

"We were on the 'go' too much. Why isn't program part of summer school?"

"I didn't get around to it - forgot."

"We never received a S.W.R.L. Summer Reading Program."

"I work long hours, and must admit I did not take the time."

"Phillip became frustrated - did not want to continue."

"We went on vacation."

"A new baby and a 19-month old."

"I have 6 children, one emotionally disturbed and one a new baby. This left very little time alone for individual reading."

"We grew lax and I neglected to pursue it."

Non-Accountability and Upper-Income Groups

"Lack of self-discipline on part of mother in doing non-required work although child did need extra help."

"My child did not want to participate and I didn't feel as though he should be forced."

"Child was not interested."

"The child was so intrigued with material - got into and lost some."

"Kristee went to visit her grandparents unexpectedly."

"Negative response of student."

"My son had a hard time holding interest."

"Busy with vacation away from home and trips to zoo, beach, etc."

"House full of company or out of town."

"We did not get on a schedule because of summer activities and my son was not always willing to participate."

"David was not interested and refused to participate."

"Too much going toward end of summer - building extra room, vacation."

"We set Kimberly back to kindergarten - because of social immaturity. The psychologist suggested that we not push 'school' on her during the summer months."

"We didn't take it along with us on vacation."

"Went on a trip."

2. How much time, on the average, did you spend with your child on each unit you completed? (check one)

	Treatment Group				Income Group						Total (N=217)	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)			
	N	%	N	%	N	%	N	%	N	%	N	%
a. 30 minutes or less per unit	35	42%	53	40%	7	23%	23	40%	58	45%	88	41%
b. between 30 minutes and 1 hour per unit	43	52%	64	48%	21	70%	26	46%	60	46%	107	49%
c. 1 hour or more per unit	3	4%	10	8%	1	3%	5	9%	7	5%	13	6%
d. not sure	2	2%	6	5%	1	3%	2	4%	5	4%	8	4%
e. no response	1	1%	0	0%	0	0%	1	2%	0	0%	1	0%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

3. Please indicate if the information you found in the Parent Guide gave: (check one)

	Treatment Group				Income Group						Total (N=217)	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)			
	N	%	N	%	N	%	N	%	N	%	N	%
a. too little information to follow the procedures	1	1%	2	2%	1	3%	1	2%	1	1%	3	1%
b. just enough information to follow the procedures	43	51%	60	45%	15	50%	31	54%	57	44%	103	47%
c. more than enough information to follow the procedures	39	46%	67	50%	11	37%	24	42%	71	55%	106	49%
d. no opinion	1	1%	4	3%	3	10%	1	2%	1	1%	5	2%
e. no response	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

4. If you were to participate in the Summer Reading Program again, which of the following training procedures would you like? (check one)

	Treatment Group				Income Group						Total	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		(N=217)	
	N	%	N	%	N	%	N	%	N	%	N	%
a. only the Parent Guide	53	63%	81	61%	8	27%	34	60%	92	71%	134	62%
b. both the Parent Guide & an orientation meeting where a teacher would present the procedures & provide time for questions	25	30%	44	33%	20	67%	18	32%	31	24%	69	32%
c. no opinion	4	5%	7	5%	2	7%	4	7%	5	4%	11	5%
d. no response	2	2%	1	1%	0	0%	1	2%	2	2%	3	1%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

5. The Parent Guide suggests that you spend approximately 45 minutes (15 minutes a day, 3 days a week) in completing each unit with your child. Do you think that 45 minutes for each unit was: (check one)

	Treatment Group				Income Group						Total	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		(N=217)	
	N	%	N	%	N	%	N	%	N	%	N	%
a. too much time	27	32%	22	17%	4	13%	15	26%	30	23%	49	23%
b. just enough time	49	58%	83	62%	21	70%	32	56%	79	61%	132	61%
c. not enough time	5	6%	23	17%	5	17%	7	12%	16	12%	28	13%
d. no opinion	2	2%	5	4%	0	0%	2	4%	5	4%	7	3%
e. no response	1	1%	0	0%	0	0%	1	2%	0	0%	1	0%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

NOTE: Question #6 was included on the questionnaire as shown below. However, for summary purposes it was divided into three parts; the tallies are presented on the next three pages.

6. How often did you use each of the materials listed below? (Please place a check in the most appropriate column next to each.)

	for all units	for most units	for some units	for no units
a. Practice Exercises	____	____	____	____
b. Storybooks	____	____	____	____
c. Animal Posters	____	____	____	____

6a. How often did you use the Practice Exercises? (check one)

	Treatment Group				Income Group						Total (N=217)	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)			
	N	%	N	%	N	%	N	%	N	%	N	%
a. for all units	67	80%	77	58%	19	63%	37	65%	88	68%	144	66%
b. for most units	12	14%	31	23%	5	17%	12	21%	26	20%	43	20%
c. for some units	3	4%	23	17%	5	17%	7	12%	14	11%	26	12%
d. for no units	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
e. no response	2	2%	2	2%	1	3%	1	2%	2	2%	4	2%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

6b. How often did you use the Storybooks? (check one)

	Treatment Group				Income Group						Total	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		(N=217)	
	N	%	N	%	N	%	N	%	N	%	N	%
a. for all units	74	88%	108	81%	23	77%	48	84%	111	85%	182	84%
b. for most units	6	7%	14	11%	1	3%	5	9%	14	11%	20	9%
c. for some units	1	1%	6	5%	1	3%	3	5%	3	2%	7	3%
d. for no units	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
e. no response	3	4%	5	4%	5	17%	1	2%	2	2%	8	4%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

6c. How often did you use the Animal Posters? (check one)

	Treatment Group				Income Group						Total	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		(N=217)	
	N	%	N	%	N	%	N	%	N	%	N	%
a. for all units	65	77%	85	64%	20	67%	39	68%	91	70%	150	69%
b. for most units	8	10%	18	14%	2	7%	6	11%	18	14%	26	12%
c. for some units	4	5%	18	14%	3	10%	7	12%	12	9%	22	10%
d. for no units	2	2%	6	5%	0	0%	3	5%	5	4%	8	4%
e. no response	5	6%	6	5%	5	17%	2	4%	4	3%	11	5%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

7. What additional materials, if any, would you like to see included in the Summer Reading Program? (check as many as you wish)

	Treatment Group				Income Group						Total (N=217)	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)			
	N	%	N	%	N	%	N	%	N	%	N	%
a. more Practice Exercises	25	30%	33	25%	17	57%	16	28%	25	19%	58	27%
b. more Storybooks	25	30%	26	20%	13	43%	11	19%	27	21%	51	24%
c. more Animal Posters	10	12%	19	14%	7	23%	11	19%	11	8%	29	13%
d. other (specify) see next page for suggestions given	7	8%	10	8%	2	7%	3	5%	12	9%	17	8%
e. No additional materials are needed.	35	42%	64	48%	7	23%	26	46%	66	51%	99	46%
f. no opinion	4	5%	9	7%	0	0%	4	7%	9	7%	13	6%
g. no response	2	2%	1	1%	0	0%	3	5%	0	0%	3	1%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

Additional materials which parents would like to see included in the Summer Reading Program: (from Question #7d)

Accountability and Lower-Income Groups

"More Work Sheets."

"Phonics and spelling were not sufficient."

Accountability and Middle Income Groups

"Writing of words and letters used."

"Less exercises."

"Work Sheets."

Accountability and Upper-Income Groups

"Don't believe the materials are necessary since Melissa attended summer school."

"Some writing materials - print words or letters."

"More difficult readers."

"Questions on storybooks."

Non-Accountability and Lower-Income Groups

"Easier storybooks."

Non-Accountability and Middle-Income Groups

"Phillip became frustrated with the length of story."

Non-Accountability and Upper-Income Groups

"Spelling exercises."

"Letter-sound exercises. More realistic story material."

"A last book of review of words."

"Vary the content of practice exercises."

"Tests or other means of showing progress and rewarding the child for his effort."

"Maybe a series of flash cards."

"Questionnaire for each story."

8. How well did your child like the SWRL Summer Reading Program? (check one)

	Treatment Group				Income Group						Total (N=217)	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)			
	N	%	N	%	N	%	N	%	N	%	N	%
a. very much	68	81%	91	68%	23	77%	42	74%	94	72%	159	73%
b. a little	12	14%	32	24%	7	23%	14	25%	23	18%	44	20%
c. not at all	0	0%	3	2%	0	0%	0	0%	3	2%	3	1%
d. not sure	1	1%	4	3%	0	0%	0	0%	5	4%	5	2%
e. no response	3	4%	3	2%	0	0%	1	2%	5	4%	6	3%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

9. How well did you like the SWRL Summer Reading Program? (check one)

	Treatment Group				Income Group						Total	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		(N=217)	
	N	%	N	%	N	%	N	%	N	%	N	%
a. very much	72	86%	115	86%	27	90%	51	89%	109	84%	187	86%
b. a little	10	12%	9	7%	1	3%	4	7%	14	11%	19	9%
c. not at all	0	0%	4	3%	0	0%	1	2%	3	2%	4	2%
d. not sure	0	0%	5	4%	2	7%	0	0%	3	2%	5	2%
e. no response	2	2%	0	0%	0	0%	1	2%	1	1%	2	1%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

10. Responses made by parents when asked for:
    a. changes they would like to see made to improve the Parent Guide
    b. other comments or suggestions regarding the SWRL Summer Reading Program

Accountability and Lower-Income Groups

"Not too many practice exercises and also have more reading books. I would like to comment that maybe it will help Vivian to read better, and also learn more words, as school go on."

"I found the Parent Guide very helpful - no changes are needed. The Books were very good as my son likes to read very much. The only trouble was in getting him to read them in order (1, 2, 3, 4, etc.). I enjoyed the books myself."

"Just more work sheets or exercises which he could do. He enjoyed doing them."

"Just the inclusions of more work sheets and more books. I like the program because they learned quite easily how to understand the meaning of the words and to relate them to the pictures."

"More work with the child. I would like to have it made more readily available to the children and it really needs much more spelling and phonics incorporated into the work. My children are slipping back in school this year because of the lack of work in school. It should be presented on a continuing basis for those who wish to continue after the summer."

Accountability and Middle-Income Groups

"I think you expected too much time to be spent - 30-45 - at one session - seemed to work well - plus rereading of the books. Because May was in summer school for two months continuing the yellow books with the same teacher, we did not take the summer program as seriously as we should. I thought the material charming and fun and a great improvment over what my older children had used. We have kept all the books-yellow and red- and May still enjoys them. I entered May in summer school so she could continue the reading program."

"I made flash cards for each day's words. At the end of the week we usually went through all cards. My child's span of attention is very short and have a lot of trouble keeping his attention. I found this kept him thinking and no time to fool around."

"I would like to receive all the material for the course and in enough time to complete the course."

"This program is not what I think five year olds should be subjected to. It is far too involved for the age. What became of the good old-fashioned kindergarten? I feel I learned enough from such."

"I felt the material sent gave sufficient guidelines to cover the material."

"I noticed my identification and my child's differed as to 'capital' letters on my part and 'upper case numeral' on my child's part, also on some pronunciations of word sounds. I found the animal characters a bit unusual but enjoyed their antics for they were very life-like. My children especially enjoyed coloring in the books. We did find that three repetitions of the exercises became boring and produced much wiggling on the part of the child. Also having the test questions on the same sheet as the answers brought forth the comment, 'You don't have to read them mommy. I can see the answers myself.'"

"I think it's an excellent series - and I feel guilty for not doing my share - because my child was certainly motivated to do the reading."

"Make for usage in other grade."

"I felt the Parent Guide explained everything very well. The test was made to be a game. I feel that more of those would be more interesting. Such as a quiz every day. Also the reward of the poster after each unit is a fine way to keep that time of the day a fun time not drudgery."

"Mail them sooner. We received them rather late in the summer. Less things to fill out."

"Make sure you leave some school work for the schools to teach. After all we do pay taxes for schools and teachers. Why should parents do everything. Or don't teachers want to work any more. All children like to learn from someone other than their own mothers and fathers. If our so called teachers don't want to teach reading in school, why should people pay taxes for schools and teachers."

"To be allowed to use it three days a week for each unit but to go on and start a new unit the same week (time allowing). Say, two units a week or your idea of more material in each unit would be good."

"I thought it was an excellent program. Unfortunately, we have spent the summer moving and arranging details of move abroad and haven't been able to devote as much time to the program as we would have liked. Also Jean is now enrolled in first grade at another school and the kindergarten there didn't have the program and she is now a bit bored with their pre-reading program. I am confident, however, that they will soon catch up to her and that the teacher will challenge her reading abilities."

"My child enjoyed the program very much. I felt it was very valuable in keeping up her interest in reading over the summer."

"I think it was an adequate guide. As a primary teacher myself, I know that much is usually lost over the summer. Not so with the SWRL Summer Reading Program. Mike has gained in reading skills. He read all SWRL books with ease and is ready to go on. This is super amazing because he is not an especially mature child, although bright."

"I have no comments in regard to just the Summer Reading Program. But, my child has enjoyed the whole program and spent a great deal of time this summer reading to herself from old story books, the newspaper, especially the comics, and anything else she can see. She reads phonetically and does beautifully. Thank you for this lovely program!"

"The Parent Guide couldn't be more clear. I would like to see a repeat reading of each book. It would be helpful to ask the parents to start over from book 1 reading a book every other day after school starts. It helps retain the words learned until the school reading program gets well established."

"My child received additional books from her summer school class. She sometimes had 3 new books a week, and I felt it was quite a bit with the two sources."

"The guide seemed fine to me. I probably needed less of the guide material because I taught elementary school and am now a reading tutor. A fine idea to reinforce the work done during the regular school year. Not to be minimized is the valuable side benefit of the time a child has his parent's exclusive attention. It is also a concrete demonstration to the child that the parent appreciates the value and pleasure of reading."

Accountability and Upper-Income Groups

"We did not complete the program simply because of personal scheduling problems. My son attended summer school until 1:00 pm, and I have a part-time job from 3:30 to 7:00 pm. We also had lots of company this summer and time seemed to be our problem. My son was very enthusiastic and I am sorry we did not complete the program."

"I am real pleased my child could be a part of this program. I'm all r it."

"Jon did so well in reading other books to himself that I felt it unnecessary to continue the summer program."

"I thought it was very well presented and could see no way to improve it. We enjoyed doing it together. His father helped also when he was able. I regret that we were gone and couldn't finish the remainder."

"Instructions for the parents were repeated so many times in the beginning. I almost felt like one of the children being taught a lesson. I also felt talked down to. Using the animal posters as a reward proved to work well with Mike. He looked forward to each new book just to see what poster was coming next. Towards the end of summer he just didn't want to be bothered with the program so I let him read the books on his own and didn't bother at all with the practice exercises. I'm not sure, however, just how many books he did read on his own. We've kept them all and once in a while he still looks through them. I thought the program was a very good one both for children and parents."

"I found my child enjoyed it more when we covered your suggested program for the week, all in one day. He seemed to resent working for a short period once we started the reading and exercises."

"Very good, comprehensive and detailed program! My husband and I are grateful to those who coordinated the program, as are probably so many other parents."

"My only wish is that - we continue this program."

"I feel it is a very good program. My son and I both enjoyed doing it."

"In our case, we would have liked something with more challenge. Our son went through the motions but it was too easy for him. He could not read well before SWRL but once he got started there is no stopping - he loves reading."

"Ten units seem too many what with the vacations and all - perhaps fewer units next time."

"Toward end of summer he lost interest because of vacation, play, etc. Otherwise, he's well motivated and very anxious to continue."

"He didn't seem too interested in the stories. I think he had read enough about these animals. The only comment he made about first grade was they have new reading books. The SWRL books are very repetitious and I think by the end of the year he could read well enough that he was bored."

"I was very pleased to have a reading program carry over during summer. I feel both as a mother and a teacher that this is essential if the program is to be beneficial at all at this age. I must admit that our use of the program was not what I had hoped. My children spent one month (July) with their grandparents. Since John had been so eager to read and so interested I sent the materials with him. However, some difficulty arose and he refused to participate. I think the reading 'administrator' did not understand the program - did not read instructions (a teen-age girl). After this experience it was difficult to get John back to reading - or more correctly - the program. We do read the books just for fun every now and again."

"It was a very good summer supplement. My child had no problems, at all, with it. In my opinion no changes need to be made. My 10 year old daughter presented most of the units to her brother, and enjoyed being the teacher. And he, in turn, learned much more from her than he could have from me. I did show interest in the program with supervision, however."

"Just fine the way it was. This program is very important and we appreciated it. As it kept our child's mind refreshed and he did not forget what he had learned in kindergarten. Thank you."

"I understood the Parent Guide and that's all it needs to do. I would like to have had some previous notice about the program, possibly from the school or teacher and an opportunity to talk about it before school is out. The material was given to the children the last day of school."

"I prefer to follow format of teacher instruction - because my daughter said I should do it this way (the way the teacher does it) instead of the way I was presenting the material. I was very much in favor of this program - both to keep reading fresh in her mind and the fact that she enjoys reading."

"More storybooks."

"Mike enjoys reading very much, but progressed much faster than the class. His teacher helped combat his boredom by letting him help other children learn. Mike had pride of ownership in his 'library' (SWRL) but didn't even care to read it to me. This summer Mike received K, 1st, 2nd grade Weekly Readers and enjoyed them very much. He also likes to read our Time-Life Nature series. Your system is outstanding - but doesn't have any program for fast students."

"My child enjoyed the test the most. I also made words out of the various sounds. This, too, he enjoyed."

"Great."

"I thought it was excellent - not too much to make it a chore, but enough to keep his reading skills fresh and cute and clever enough to keep his interest."

"Information was sufficient. I feel that the child was bored because she had had it all before. She zipped right thru it but seemed to feel it was funny. There was no challenge of something new to be learned."

"I believe my child would have enjoyed the program more if some new words were added along with the review words."

"My child did not require more than 15 minutes, in total, to read the material. The posters were of no use."

"I think the program is great! I'm ashamed of my laziness which prevented us from completing all the units. Summer is such a busy time. It's kinda hard to catch them long enough to get anything accomplished. Thank you."

"I was very impressed with the SWRL reading program and feel it has given my daughter an excellent foundation in reading."

"It is not Keri's fault the last two books were not completed. She really enjoyed the books. We were on vacation for a month and then there just seemed to be too many things to do. Even though school has started she asked me today for the number nine book and sat and read it. I think the reading in kindergarten is a great idea and I wish they had had it when the boys were started. I have one boy in grade three that is in remedial reading and I feel this would not have happened had he started early like Keri. Thank you."

"In my opinion, the Parent Guide has little room for improvement. The time involved, and the practice exercises were very rewarding to my child and I. The program was a wonderful experience for my child and for myself. Rachel was a slow reader when in kindergarten. By the end of the school term, she had improved a lot. The reading program kept her mind active and busy and she very much enjoyed the challenge of being able to answer the questions provided for her, without being helped or tutored by a teacher or helped or tutored by me. I want to thank everyone involved in allowing my child and myself to participate in this very worthwhile project."

"It is a great program for summer reading. The child does not get tired or bored with the time for each unit. It worked out real well with my child."

"Denise showed signs of becoming bored, but her interest was renewed when the thought reading was introduced in the summer program."

"Excellent."

Non-Accountability and Lower-Income Groups

"I felt that the Parent Guide was very helpful and contained the information and instructions necessary to help the child with the reading program."

"We enjoyed the program very much. I think the amount of reading was ample. It was fun, the children kept in touch, yet they didn't feel it was school work they had to do during vacation."

"There were too many units to do. Not enough time spent on exercises. Did not understand information given on exercises."

"Toward the end of summer we slowed down and still haven't gotten to the last book, maybe a 'crash' program to start and a 'change of pace' toward the end. The stories were darling but the practice exercises could be a bit more exciting."

"Just more of all you had to offer. The program is perfect for a mother and child to spend together in study or just enjoying one another."

"I like it as it is."

"To my opinion, it doesn't need any changes because the time was right, any longer practice would only make the child tired and restless, and trying to put more into their minds would only confuse them."

"I am very proud to have my daughter in SWRL reading program, this program has taught her a lot of things. I would like for her to continue to be in this program if it is possible."

"I felt there should have been just one story to a book. With ten books and two stories each, that made the reading twice as much."

Non-Accountability and Middle-Income Groups

"If the stories had been shorter perhaps Phillip would not have been so frustrated. He liked the animal posters, perhaps if one were given after each story read. Note: We spent half of the summer traveling, then moved. Therefore, some of Phillip's frustrations with this may not have happened if his normal routine had not been interrupted."

"As the summer progressed, Tim became resentful of the time from his play to work on the program. He lost his interest especially after attending summer school. I didn't force him and that is the reason we didn't finish the entire program."

"Parent-teacher orientation of materials used in summer programs. It seemed to help my son retain his ability to read. I am sure he would have forgotten completely had it not been for SWRL."

"I think they should have a program for all grades, as it really helps and also keeps the children busy during the summer. It also helps them to enjoy reading."

"Because of this great program, Lizzy is reading her third grade sister's books. I can't say enough for the program."

"Eliminate choice of which to do first by simplifying it. We worked at program enthusiastically at first but towards end of recess were having to make an effort to complete. Suggest program to start with high educational content tapering off to more 'fun' reading towards end - kind of incentive package - 'open after lesson 10 only.'"

"There should be an introduction of this program for the parents before school ends for summer vacation. I liked this summer reading program very much, but I think the stories at the start of the units should be shorter and as the reading progresses, the stories lengthened."

"I think it's fantastic. Certainly hope our next two children have the same opportunity."

"I found that in the storybooks that there were very few new words for the child to learn and feel if I had given him book 10 at the beginning, he would have been capable of reading it. Hence there was very little progress made, in my opinion."

"It would be good to include numbers in the program so that children could learn numbers too."

"Written work such as used in school by the teacher. I found that my child wanted to read each unit at one session, I let her do so. Questions and answers would help her comprehend better. I also feel more books are needed for those who want and feel a need for better learning. She read 3 books in one week then 3 the next, 4 the next. This was at her own pace. We then studied the stories. I did send my daughter to summer school but to my dislike there was no reading. It was craft and art only. If the school and parents will continue in reading, this will accomplish the best results. Thank you."

"I felt that the story in the book didn't make sense. The words sound so very much alike. It was difficult for my son sometimes."

"I think it's a wonderful program. I wish it had been started sooner so my two boys could have benefited from it. I feel that my girls have a headstart in school by learning to read before first grade. They love to read."

"More things the child can do by himself - coloring the books, etc."

"I think it is just fine the way it is."

"I prefer reading materials of my own and my child's choice: e.g., library books and books we buy. Directed reading of this type seems to me to be incompatible with summer vacations."

"I think it's an outstanding program. Michelle likes to read very much and is doing well. I'm very happy she was in this program and feel it has helped her very much in school."

"Shannon enjoyed each unit so much she didn't want to divide it into three days."

"I do not feel I devoted as much time as I should have to this program. Due to summer school and summer activities (park, beach, swimming lessons, etc.) I felt my child had enough to do."

"I heartly approve of the program - well planned. I hope it continues."

Non-Accountability and Upper-Income Groups

"I thought this program was marvelous! I'm delighted my child had an opportunity to learn to read in such a modern-type program. The books are more interesting than any I have seen used for teaching. Thank you and keep up the great work! My 5th grader picks up these books of yours and reads them. She thinks they're 'groovy' to learn to read for the little ones!"

"I am sincerely sorry I failed to return the first questionnaire - we were very busy at the time and I must confess that my desk makes 'Fibbers Closet' look like an almost-empty area. I felt it was indeed a privilege to have my daughter participate in the SWRL program and feel it did help her both last school year and during the summer."

"Maybe a few suggestions on word or phonics games to play with the children."

"Of course I'm speaking for my son only. He would become frustrated by just reading a portion of his book at a time. He is an exceptional reader, so after the first two units, he would read the complete book and do the exercise sheet all in one day. That is why I think you should have more books for the children who do well in reading. I think you have a great program."

"Give the packet to the parent rather than home by child. Child too eager to wait - ensuing hassle."

"Michael wasn't too enthused about the reading program from the beginning. Pushing him through the first five units was difficult. We felt that pushing him was doing more harm than good. That is the reason for our only using five of the units. Even so it must have helped him because he is very enthusiastic about reading this year. I think the program is wonderful and I'm looking forward to using it again next summer."

"Parent Guide seemed adequate for this age group, as is."

"Parent Guide was just fine. We think the program is marvelous. Linda is our 5th child to attend school. They have all done well in school but with this reading program we were able to see what the others could have done at a much younger age. Linda has just started 1st grade and is reading books like a pro whereas the others couldn't do that until February or so."

"The Parent Guide was adequate for us. We are very excited about the program, and hope it will continue. Ten weeks may be a little long for some families. By the end of summer, many other interests have entered the picture."

"I am divorced. I work all day - 5 days a week - plus keep up my house, yard and 2 other children - should there be any time left over I no longer have the patience necessary to help with a reading program and if I can't help - I certainly will not hinder by losing my patience over a reading lesson. It's better left undone. As far as the program itself, I think it is a fine one if you have all day to choose from in trying it out. The animals are very cute and the pictures are interesting. I think they stimulate the small readers desire to find out just exactly what is going on by reading the words under the pictures. I expect we will finish reading the other units by Christmas."

"I think the program was excellent and my child enjoyed it very much. However, we were not as consistent as we should have been due to other summer vacation activities that would distract. Some weeks we wouldn't complete the book and exercises, then the next week we would double up! But my child spent quite a bit of time by herself with the books."

"A craft for each day (of reading program) - i.e., something to color, draw, etc."

"I thought that the program was excellent. Not only did my child keep up with her reading, but she improved a great deal. I think it is very important to keep these young children reading all of the time or they will regress."

"I think Steve felt under less pressure this summer with the units he did complete than I noticed he had felt in school. He seemed to enjoy reading a whole book through - at first he was even surprised (so was I) he read so well. I think he felt unsure of himself before - I don't know why."

"Have more stimulating material, i.e., subject matter, more alphabet study. The idea is fine but the material, and subject matter, gives some difficulty for the child not highly motivated to read. (This does not mean one who doesn't enjoy books, or having them read aloud.) The closeness of the names in sound (Ann, Sam, Nan, etc.) is confusing to the new reader. He relies on the picture to tell the story, not the words. Since television has broadened most children's worlds, we feel that more stimulating material could be devised, in a more imaginative way (See 'Sesame Street.') We believe reading skill is the basis for easy and enjoyable learning and would like to see it presented with more imagination and skill. Thank you for including us in this program."

"I thought it was a good summer reading program. Donna enjoyed it."

"Only the addition of an orientation session - to answer those few questions which do come up in the course of the program."

"I think the Parent Guide is very complete. I did miss the multiple-choice tests given last year. I realize it probably was given for experimental purposes, but I did enjoy at the end of each unit seeing how my child did. I think you have a very enthusiastic reading program. The children get such a kick out of your characters, drawings -- and you can do such a wonderful job with such a limited vocabulary."

"No changes in Parent Guide - very sufficient."

"My child does not sound out (phonics) words well and I cannot explain it to him as well as a teacher could. Therefore, he had trouble with words that he had not memorized."

"I think this is a great program. It keeps the child familiar with what he has learned the past year and keeps him from forgetting all that he has learned. Even though my son doesn't like to read, I am sure that this program was beneficial to him."

"A poster or reward for each day's work. I think the program is great. My oldest son has had 2 years of it and loves reading, goes to the library every week and really enjoys it. However, my youngest is immature and it was hard to hold his interest. I was told not to force him so I discontinued the summer program with him. I hope he will do better this year. Thank you."

"Very well done. Daryl enjoyed his part in the program very much. We feel it was a great help to him in his reading improvement. We would like to continue him in the program again next summer."

"I felt that the program provided a good way for Michelle to continue what she had learned during the school year. The stories and exercises were actually too easy for her, and so on her own initiative she visited the bookmobile each week."

"My husband and I enjoyed your reading program during her kindergarten year of school and during the summer. Our daughter loves books and loves to read and was delighted to have the red summer books available to her. We wish you well in developing your reading programs. The children of school age are exposed to so much at young ages and need some reading materials and skills! Thank you."

"I felt the Parent Guide quite satisfactory. My child adores all the books, and we will finish using them this month. I think your program is excellent, mainly because he finds the characters so entrancing and can <u>succeed</u> (so important in beginning reading). Bravo! We didn't use the practice exercises much, as my child had retained all the material from the regular school program and could usually sound out the new words."

"The first 4-6 reading programs were very repetitious of what she had in school, so the time spent on practice exercises was omitted. She read and re-read her stories. It was later on in the summer and after programs 6-7 that the practice exercises were used. I would like to say that I thought the reading program was excellent in keeping what was learned in school fresh in my child's mind. I would suggest that the last reading program review all words learned in the course as a review is always good."

"It is a very good program. The thrill our child had in bringing a book home and reading it to us was great."

"I felt the Parent Guide to be very explicit. I felt three days was an unnecessarily long time to complete each unit - and mid-way through the series we did them in two days. It was difficult to maintain interest in the practice exercises although they were beneficial. We, as parents, feel the SWRL Summer Program is an excellent one. The idea of having new stories to read each time was exciting to our 6 yr. old."

"I wasn't too sure I was giving the letter sounds correctly. Maybe a session with the teacher going over those would have helped."

"I thought the Parent Guide was sufficient."

"I think the reading program is very nice but an unnecessary expense. Parents that are interested in their children reading will see that the children have ample reading materials either from library or buying them. As a mother of 5 children I feel all this extra expense spent on these programs should be channeled into building the necessary amount of schools and cutting down on the size of classes. What difference does it make how good a program is if you have a room full of 35 to 40 children?"

"We all enjoyed the program."

"The stories seemed a little long."

"I think there could be more variety in the exercises. Perhaps a few tests could be included, along with seals or stars, similar to those given during the school year."

"I was delighted to receive the books and so was my son. I regret that I did not follow thru with the plan, but we continue to use the exercises and books when Darrin is receptive. He did not always want to do the unit exactly as directed, so I let him do it his way. He usually wanted to review all the practice exercises at once, then read the book, all at once. Other times, he was not interested in doing any of it. He likes to color pictures very much, but this did not interest him in this case. We have saved the pictures to review and color later."

"My child was not interested or ready to learn to read in kindergarten. He disliked kindergarten because he did not want to read each day. I only hope he now will not remain disinterested in reading because of a bad feeling towards it from having it pushed at him at too early an age for him. My suggestion would be 2 kindergarten classes, one with the children ready and eager to learn to read, another with those too immature to be ready for it."

"Shorten the Parent Guide. Program was very helpful - it's excellent."

"The program is excellent. Can't think of any suggestions to improve it."

"Have the storybooks in two sections with one story being a little more advanced."

"We found it a little difficult to keep up with the reading program while on vacation (away from home) - even though we did take it along. I feel a couple of weeks during the vacation period should be omitted. So, instead of ten books, perhaps eight would have been better."

"I thought the Parent Guide was very clear and concise, as is. Very grateful for the experience for Bonnie as it helped sustain her reading skills."

"They should better the Practice Exercises. The ones we used were useless."

"The Parent Guide was sufficient as issued. We were quite happy to participate and feel that kindergarten and pre-schoolers should certainly be taught reading and the alphabet."

"My husband and I are fascinated and impressed by Susan's interest in reading. Mat and Company have been good for us."

"I do think this was time consuming for the parent, but Jeffrey enjoyed this so much that you couldn't help but share his enthusiasm."

"I imagine for parents with one or two children this program would be easily accomplished and completed in the summer. However, with a family of four children all under age 7, I found it a difficult task to find the uninterrupted time to spend with one child. So it is very difficult for me to give a fair evaluation of this program and its benefits without considering the emotional pressure I felt having to do it."

"I am not sure Kim learned <u>new</u> words but it did keep up her interest in reading and she retained her reading skills. I was very impressed with the SWRL reading program in school. Kim was able to sound out so many words. I appreciated the advice given in the Parent Guide such as: don't reprimand for wrong words or sounds, praise work well done, etc. I kept the series and have passed them on to my sister who is a teacher training supervisor at UCR. She was very interested."

"I do not feel that there are any changes needed in the Parent Guide. Despite good intentions, I did not follow the weekly schedule recommended in the Parent Guide. In fact, the last seven units were completed a month before school began. And I usually finished each unit at one sitting. Even though I did very poorly at following your instructions (right down to giving my son the animal poster first thing after opening each unit), I think my son benefited immensely from the program. He certainly enjoyed it and seems to be reading so much better."

"My little girl was enthused right at the start to do the entire unit at one time. She did not want to stop after reading only a part of the book or doing a part of the exercises. My suggestion is that you tell the parent this - that if the child wants to, he or she may complete the unit at one time."

"Robert liked to read on his own so I could have used more storybooks."

"The Parent Guide was extremely explicit in every way. I personally feel every child in San Diego should have SWRL. It has been fantastic for my children."

"As a former first grade teacher - the Parent Guide was adequate for me. I think the program is excellent. The poster was a real reward. She was always anxious to start a new unit. I can see why some parents don't take the time tho - It was easy to forget during the summer."

"Indicate that more than 15 minutes is needed for each of the three times. It's a good program. Books are handy so a trip to a library in a busy summer is not necessary."

"The only thing I felt could change is that the program could be more flexible. Sometimes we read both stories and did the lessons the same day, because sometimes she felt like doing more than other times. We enjoyed the SWRL Summer Reading Program, we feel it's a good way to keep up with their reading skills. We enjoyed taking a few minutes a day, sitting down and listening to our little girl read. She enjoyed the picture enclosed to color and enjoyed the stories. We are very pleased with our child's progress in reading through this program."

"No changes to Parent Guide that I can think of."

"It might be helpful if after each sound-letters were given, a word which the children had would be written in for them to see the sound used in a word they know: th-the, wh-what, et-let. The program is excellent and should definitely be continued for each summer, for the children to use before starting each new grade."

"The guide assumes the parent is proficient in the English language - however, I feel most parents aren't. I therefore feel a guide for the various 'sounds' would be helpful. I am a mother of 5 children (ages 1 to 7) with little spare time. However, I found my two oldest children 'requested' we go over the books. The material was a help to my oldest (2nd grader) and a source of enjoyment to the youngest ones."

NOTE: Question #11 was included on the questionnaire as shown below. However, for summary purposes it was divided into three parts; the tallies are presented on the next three pages.

The summaries for Questions #11b-14 include responses made by parents who completed no units as well as those who completed at least one unit of the program. Persons who checked "none" to Question #1 were instructed to go directly to Question #11b.

11. Please estimate the amount of time your child spent <u>each week</u> this summer reading the following materials either <u>by himself or to others</u>. (Place a check in the most appropriate column for each of the materials listed below.)

	time per week					
	no time	15 min. or less	16-30 min.	31 min.-1 hr.	more than 1 hr.	not sure
a. SWRL Summer Reading Program storybooks (red)	____	____	____	____	____	____
b. SWRL kindergarten reading program storybooks (yellow)	____	____	____	____	____	____
c. other reading materials	____	____	____	____	____	____

11a. Please estimate the amount of time your child spent each week this summer reading the SWRL Summer Reading Program storybooks (red) either by himself or to others: (check one)

	Treatment Group				Income Group						Total (N=217)	
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)			
	N	%	N	%	N	%	N	%	N	%	N	%
a. no time	0	0%	2	2%	0	0%	0	0%	2	2%	2	1%
b. 15 min. or less	17	20%	8	6%	3	10%	5	9%	17	13%	25	12%
c. 16-30 min.	28	33%	39	29%	8	27%	16	28%	43	33%	67	31%
d. 31 min.-1 hr.	25	30%	44	33%	15	50%	19	33%	35	27%	69	32%
e. more than 1 hr.	6	7%	28	21%	4	13%	13	23%	17	13%	34	16%
f. not sure	4	5%	2	2%	0	0%	1	2%	5	4%	6	3%
g. no response	4	5%	10	8%	0	0%	3	5%	11	8%	14	6%

All percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

11b. Please estimate the amount of time your child spent each week this summer reading the SWRL kindergarten reading program storybooks (yellow) either by himself or to others: (check one)

	For persons who completed at least one unit*										For persons who completed no units**	
	Treatment Group				Income Group							
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		Total (N=217)		Total (N=32)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
a. no time	7	8%	15	11%	2	7%	3	5%	17	13%	22	10%	4	13%
b. 15 min. or less	16	19%	16	12%	5	17%	9	16%	18	14%	32	15%	6	19%
c. 16-30 min.	14	17%	14	11%	9	30%	10	18%	9	7%	28	13%	1	3%
d. 31 min.-1 hr.	7	8%	10	8%	1	3%	8	14%	8	6%	17	8%	2	6%
e. more than 1 hr.	8	10%	8	6%	0	0%	10	18%	6	5%	16	7%	4	13%
f. not sure	6	7%	3	2%	1	3%	1	2%	7	5%	9	4%	1	3%
g. no response	26	31%	67	50%	12	40%	16	28%	65	50%	93	43%	14	44%

*Percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

**Percentages are based on the number of respondents who completed no units of the program (i.e., those parents who checked "none" to Question #1). The responses for these non-participants were not broken down by treatment group and income group due to the small number involved.

11c. Please estimate the amount of time your child spent each week this summer reading <u>other reading materials</u> either by himself or to others: (check <u>one</u>)

	For persons who completed at least one unit*												For persons who completed no units**	
	Treatment Group				Income Group									
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		Total (N=217)		Total (N=32)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
a. no time	4	5%	7	5%	1	3%	0	0%	10	8%	11	5%	2	6%
b. 15 min. or less	15	18%	18	14%	5	17%	12	21%	16	12%	33	15%	1	3%
c. 16-30 min.	8	10%	17	13%	2	7%	5	9%	18	14%	25	12%	1	3%
d. 31 min.-1 hr.	8	10%	23	17%	3	10%	12	21%	16	12%	31	14%	0	0%
e. more than 1 hr.	12	14%	14	11%	3	10%	8	14%	15	12%	26	12%	1	3%
f. not sure	8	10%	9	7%	4	13%	4	7%	9	7%	17	8%	2	6%
g. no response	29	35%	45	34%	12	40%	16	28%	46	35%	74	34%	25	78%

*Percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

**Percentages are based on the number of respondents who completed no units of the program (i.e., those parents who checked "none" to Question #1). The responses for these non-participants were not broken down by treatment group and income group due to the small number involved.

12. How much time per week did you or others spend in reading to your child during the summer? (check one)

	For persons who completed at least one unit*												For persons who completed no units**	
	Treatment Group				Income Group									
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		Total (N=217)		Total (N=32)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
a. no time	4	5%	6	5%	0	0%	3	5%	7	5%	10	5%	3	9%
b. 15 min. or less	12	14%	22	17%	5	17%	7	12%	22	17%	34	16%	4	13%
c. 16-30 min.	26	31%	34	26%	13	43%	16	28%	31	24%	60	28%	0	0%
d. 31 min.-1 hr.	16	19%	28	21%	4	13%	20	35%	20	15%	44	20%	1	3%
e. more than 1 hr.	20	24%	27	20%	7	23%	6	11%	34	26%	47	22%	4	13%
f. not sure	5	6%	8	6%	1	3%	3	5%	9	7%	13	6%	5	16%
g. no response	1	1%	8	6%	0	0%	2	4%	7	5%	9	4%	15	47%

*Percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

**Percentages are based on the number of respondents who completed no units of the program (i.e., those parents who checked "none" to Question #1). The responses for these non-participants were not broken down by treatment group and income group due to the small number involved.

13. Did your child receive any other regular reading instruction during the summer such as at summer school, church school, nursery school, day camp, or private tutoring? (check one)

	For persons who completed at least one unit*												For persons who completed no units**	
	Treatment Group				Income Group									
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		Total (N=217)		Total (N=32)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
a. yes	41	49%	12	9%	6	20%	18	32%	29	22%	53	24%	7	22%
b. no	41	49%	107	80%	23	77%	32	56%	93	72%	148	68%	12	38%
c. not sure	1	1%	4	3%	1	3%	3	5%	1	1%	5	2%	0	0%
d. no response	1	1%	10	8%	0	0%	4	7%	7	5%	11	5%	13	41%

*Percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

**Percentages are based on the number of respondents who completed no units of the program (i.e., those parents who checked "none" to Question #1). The responses for these non-participants were not broken down by treatment group and income group due to the small number involved.

14. During the summer, do you think your child's reading skills have: (check one)

	For persons who completed at least one unit*										For persons who completed no units**	
	Treatment Group				Income Group							
	Accountability (N=84)		Non-Account. (N=133)		Lower (N=30)		Middle (N=57)		Upper (N=130)		Total (N=217)		Total (N=32)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
a. increased	48	57%	65	49%	17	57%	34	60%	62	48%	113	52%	6	19%
b. stayed about the same	30	36%	56	42%	12	40%	17	30%	57	44%	86	40%	6	19%
c. decreased	1	1%	1	1%	0	0%	1	2%	1	1%	2	1%	4	13%
d. not sure	3	4%	4	3%	0	0%	3	5%	4	3%	7	3%	4	13%
e. no response	2	2%	7	5%	1	3%	2	4%	6	5%	9	4%	12	38%

*Percentages are based on the number of parents and pupils who completed at least one unit of the program for each column.

**Percentages are based on the number of respondents who completed no units of the program (i.e., those parents who checked "none" to Question #1). The responses for these non-participants were not broken down by treatment group and income group due to the small number involved.

APPENDIX A

SWRL SOUTHWEST REGIONAL LABORATORY FOR EDUCATIONAL RESEARCH & DEVELOPMENT
11300 LA CIENEGA BOULEVARD · INGLEWOOD, CALIFORNIA 90304 · TELEPHONE 776-3800 AREA CODE 213

COVER LETTER

September 15, 1970

Dear Parent:

Last June you were invited to participate in the Southwest Regional Laboratory (SWRL) Summer Reading Program and received a package of materials for use by you and your child. We would now like to ask you a few questions to help us in evaluating and improving the program.

A form is enclosed which contains questions about your experiences with the Summer Reading Program. Most items only require a check mark; a few require a written response. In all cases, we hope you will carefully consider each question. If you did not use the program at all, we would still appreciate receiving your answers to Questions #1, 11b-14. All information will be used for statistical purposes only, and individuals will remain anonymous.

Please complete the questionnaire and mail it directly to SWRL by September 30, 1970, in the enclosed, postage-paid envelope.

Your cooperation is greatly appreciated.

Sincerely,

Ralph A. Hanson

Ralph A. Hanson
Product Integration Division

RAH:sk
Enclosures

APPENDIX B

SWRL SOUTHWEST REGIONAL LABORATORY FOR EDUCATIONAL RESEARCH & DEVELOPMENT
11300 LA CIENEGA BOULEVARD · INGLEWOOD, CALIFORNIA 90304 · TELEPHONE 776-3800 AREA CODE 213

FOLLOW-UP COVER LETTER

October 15, 1970

Dear Parent:

Several weeks ago, a "Parent Evaluation Form" was sent home with children whose parents were invited to participate with them in the SWRL Summer Reading Program. Completed questionnaires which we have received so far have given us valuable information which will help us in evaluating and improving the program.

As of this date, we have not received a questionnaire from you. If, for some reason, you did not receive one or if you misplaced the one we sent you, we ask you to complete the enclosed copy and return it to us in the postage-paid envelope as soon as possible.

We realize that many parents may have been unable to participate in the Summer Reading Program. If this is the case, please check "none" to Question #1, answer Questions #11b-14 and mail your questionnaire back to us. We need to know the number of parents and children who participated as well as the number who were unable to take part in the program. Your answers will be added to those of other parents; none of the separate responses will be identified.

Sincerely,

Ralph A. Hanson

Ralph A. Hanson
Product Integration Division

RAH:sk
Enclosures